

# WOFFORD COLLEGE

Guide to Accessibility Services  
Wellness Center  
Hugh R. Black Building  
864-597-4370

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## **Services to Students with Disabilities**

In accordance with the provisions of Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), Wofford College seeks to provide students with reasonable accommodations needed to ensure equal access to the programs and activities of the College. Wofford College is committed to providing qualified students with disabilities equal access and opportunity to academic courses, programs, and activities of the college. Our primary objective is to foster academic excellence, personal responsibility, and growth in students with disabilities. Students in need of accommodations should self-identify to a staff member in Accessibility Services and provide appropriate documentation of their disability or disabilities.

Disabilities may include but are not necessarily limited to: mobility impairments, visual and hearing impairments, chronic health conditions, orthopedic impairments, learning disabilities, traumatic brain injury, attention deficit disorder, learning disabilities, psychiatric disabilities, and substance abuse/recovery. Guidelines on acceptable documentation and services can be found on line at [www.wofford.edu](http://www.wofford.edu) under Wellness Center, Accessibility Services or within this Guide.

After registering with Accessibility Services, the Accessibility Services staff will work with the student to identify accommodations and services that are appropriate to the student's needs, academic program, and campus life. Students are expected to be actively involved in the accommodation process and assume responsibility for securing services and accommodations. A diagnosis of a disorder in and of itself does not automatically qualify an individual for accommodations. In order to be considered for accommodations, the evaluation of documentation must clearly show that the student is functionally limited in relation to most people. The documentation must also support the request for campus and academic accommodations. Accommodations are designed to meet the student's needs without fundamentally altering the nature of the Wofford College's instructional programs. Accommodations are determined on an individual basis and vary from person to person. Requests for exceptions to curriculum policies or other academic-related issues are referred to the Registrar of the College and/or the Provost of the College. Accommodations involving other areas of campus life will be coordinated appropriately with that area (Residence Life, Medical Services, Dining Services Student Affairs, etc.), but only with the student's consent.

### **Wofford Peer Tutoring Program**

- Wofford offers peer tutoring to students who need help with a course or courses at no cost. In order to find a peer tutor, a student should login to myWofford, click on the Student tab and choose the "Learning Assistance Information" link. From there, the student may select from a list of classes and options for academic assistance.

### **Wofford Writing Center**

- Wofford offers students the services of a writing center located in the Sandor Teszler Library. The Writing Center provides free peer tutoring on all aspects of writing, including generating ideas, determining audience and purpose, organizing ideas, providing evidence to support arguments, documenting sources, and editing for grammar, punctuation, and spelling. The role of Writing Center tutors is not to proofread or "fix" papers before they're turned in, but to respond thoughtfully to papers at any stage of the writing process and to help students improve their writing through discussion and instruction.

### **Academic Advisors**

- Every student has an academic advisor. Students are assigned an advisor when they enter Wofford. Professors and staff members serve as advisors until the student declares a major. At that time a faculty member in that academic department is assigned as the permanent academic advisor to the student. Advisors can provide guidance, information, and advice.

### **Academic Problems**

- Students should talk with their professor about any problems they are having in the course. Professors post their office hours, and students are welcome to schedule an appointment to discuss concerns and other issues about the course.

### **Technology Help Center**

- The Help Center is responsible for support of campus technology, including Wofford-owned computers, classroom and public labs, and standard software. The Help Center staff members help students connect their computers to the network.
- Help Center staff members are available for consultation regarding computer problems at the Help Desk in Olin 207, by phone (4357), or via email ([help@wofford.edu](mailto:help@wofford.edu)).

### **Counseling Services**

- Professional counselors are available on campus to see individuals who are experiencing personal, psychological, and/or adjustment issues. Counseling Services is located in the Hugh R. Black Building. Individuals should contact the Wellness Center at extension 4370 or through the Wellness Center website ([www.wofford.edu/wellnesscenter/](http://www.wofford.edu/wellnesscenter/)) for further information or to make an appointment.

## **Rights & Responsibilities**

### **Accessibility Services**

Accessibility Services has the right to:

- Request and receive current disability documentation that supports requests for accommodations, and/or auxiliary aids and services;
- Deny a request for accommodations, and/or auxiliary aids and services if the documentation demonstrates that the request is not warranted or the student fails to provide appropriate documentation;
- Select among equally effective accommodations, and/or auxiliary aids and services;
- Refuse accommodations, and/or auxiliary aids and services that impose a fundamental alteration of a Wofford College program or activity.

Accessibility Services has the responsibility to:

- Provide information to students with disabilities in accessible formats upon request, within reasonable time frames;
- Ensure that courses, programs, services, activities, and facilities are available and usable in the most integrated and appropriate settings;
- Review requests for accommodations to determine eligibility for services and nature of accommodations;
- Provide or arrange reasonable accommodations, and auxiliary aids and services;
- Maintain appropriate confidentiality of records and communication, and to disclose such information when permitted by law;
- Serve as a liaison between students and faculty;
- Serve as a resource on disability issues for the Wofford campus community.

## **Faculty**

Faculty members have the right to:

- Identify and establish standards for courses and academic programs;
- Verify through Accessibility Services the eligibility for and nature of accommodations before provision of accommodations occurs;
- Request assistance and resources from Accessibility Services.

Faculty members are responsible for:

- Evaluating students solely on the basis of their academic performance;
- Working with the student and Accessibility Services to ensure the provision of reasonable accommodations;
- Fostering an accessible learning environment to all learners;
- Addressing concerns about accommodations with Accessibility Services.

## **Students**

Students with disabilities at Wofford College have the right to:

- Equal access to courses, programs, services, activities and facilities offered through the

#### College

- Equal opportunity to learn and receive reasonable accommodations, and/or auxiliary aids and services;
- Information available in accessible formats.

Students with disabilities have the responsibility to:

- Meet qualifications and maintain essential institutional standards for courses, programs, services, activities, and facilities;
- Identify themselves as individuals with disabilities when requesting an accommodation and seek information, counsel, and assistance as necessary;
- Document disability according to established guidelines;
- Follow published procedures for obtaining reasonable accommodations, and/or auxiliary aids and services.

Students are advised to:

- Meet with each of their professors to discuss the testing and academic accommodations that they anticipate needing for each class as outlined in the procedure;
- Self-disclose their disability status to faculty and staff when appropriate;
- Exercise self-advocacy to meet their disability-related needs;
- Communicate with Accessibility Services on their academic and personal progress.

### **Procedure for Requesting Accommodations**

Students should follow these steps for requesting accommodations:

- Visit the “Student” tab on myWofford and begin the process by accessing the “Request Accommodations” channel
- Submit documentation (see guidelines) and electronically sign *Consent to Release Information*
- Allow at least one week for Accessibility Services to review documentation
- Meet with a staff member to review the procedure and accommodations

### **Changes in Accommodation Needs**

Students are entitled to request additional accommodations or academic adjustments during the course of the semester, or at any time during their enrollment at Wofford College. If an adjustment in accommodations is necessary, the student should:

- Visit myWofford and begin a new Accommodation Request
- Submit documentation to substantiate requests for new accommodations;
- Allow at least one week for the coordination and provision of new accommodations or modifications to existing accommodations.

### **Academic Dishonesty**

Students registered with Accessibility Services are expected to uphold Wofford College’s Honor Code and abide by the Code of Student Rights and Responsibilities. Any actions that compromise academic integrity or the Code will be referred to the Dean of Students and/or the Provost for appropriate disciplinary action.

### **General Guidelines for Documentation to Receive Accommodations**

Section 504 of the Rehabilitation Act and the ADA allow colleges to require disability documentation to verify the need for accommodations. Accessibility Services has established the following guidelines for documentation:

- Documentation should be recent, (preferably within three years) in order to assess the current impact on academic functioning.
- Documentation must be comprehensive and establish clear evidence of a significant impact on academic functioning.
- Documentation must be relevant to requested accommodations.
- Documentation must be from a medical or other licensed professional.
- Please refer to specific guidelines for each type of disability.
- Please note that a student’s Individualized Educational Plan (IEP) is not sufficient documentation for academic accommodations given in college.
- If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation(s), the College has the discretion to require additional documentation.

### **Guidelines for Documentation of Learning Disabilities**

The following guidelines are provided to assure that documentation is appropriate to verify eligibility and is supportive of requests for reasonable accommodations, academic adjustments,

and/or auxiliary aids on the basis of a specific learning disability.

### **Qualifications of the Evaluator**

- Professionals conducting assessments, rendering diagnoses of learning disabilities, and making recommendations for appropriate accommodations must be qualified to do so. Comprehensive training and direct experience with an adolescent and adult learning disabled population is essential. Competence in working with culturally and linguistically diverse populations is also essential. The name, title, and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist) as well as the area of specialization, employment and state in which the individual practices, should be clearly stated in the documentation.

### **Currency of Documentation**

- The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disabilities on his/her academic performance at a given time in the student's life. Therefore, it is in the student's best interest to provide recent and appropriate documentation relevant to the student's learning environment. In most cases, this means testing that has been conducted within the past three years. If the documentation is outdated or inadequate in scope or content, it may be necessary to update the evaluation report or request clarification or further information.

### **Substantiation of the Learning Disability**

- A single test, an individualized education program (IEP) or a 504 plan are not considered sufficient for the purpose of diagnosis. Instead, the student's documentation should consist of a comprehensive assessment battery that includes:
  - diagnostic interview,
  - assessment of aptitude, academic achievement, and
  - information processing with test scores and
  - a specific diagnosis

### **Clinical Summary**

- A diagnostic summary based on a comprehensive evaluation process is a necessary component of the report.
- A clinical summary should include recommendations of specific accommodations.
- A summary must include a demonstration of the evaluator's having ruled out alternative explanations for academic problems as a result of poor education, poor motivation, and/or study skills, emotional problems, attention problems, and cultural/language differences.
- The summary must include an indication of the substantial limitations to learning or other major life activity presented by the learning disability and the degree to which it impacts the individual in the learning context for which accommodations are being requested;
- The summary must include an indication as to why specific accommodations are needed and how the effects of the specific disability can be accommodated.

- The summary should include any record of prior accommodation or auxiliary aids, including any information about specific conditions under which the accommodations were used (e.g., standardized testing, final exams).

### **Recommendations for Accommodations**

- The diagnostic report should include specific recommendations for accommodation as well as an explanation as to why each accommodation is recommended.
- The specific recommendations should be supported by specific test results and/or the clinical observations of the evaluator.

### **Guidelines for Documentation of ADHD**

The following guidelines are provided to assure that documentation is appropriate in order to verify eligibility and is supportive of requests for reasonable accommodations, academic

adjustments, and/or auxiliary aids on the basis of a diagnosed attention deficit/hyperactivity disorder.

### **Qualifications of the Evaluator**

Professionals conducting assessments, rendering diagnoses of ADHD and making recommendations for appropriate accommodations must be qualified to do so. The diagnosing professional(s) should have expertise in diagnosing Attention-Deficit/Hyperactivity Disorders in adults and diagnosing other psychiatric disorders that might be confused with ADHD. Diagnosis of ADHD should be made by professionals, such as a neurologist, psychiatrist, licensed clinical or educational psychologist, licensed psychological examiner, or a combination of such professionals.

### **Definition**

Wofford subscribes to the definition of Attention-Deficit/Hyperactivity Disorder and the diagnostic criteria for it expounded in the *Diagnostic and Statistical Manual of Mental Disorders: Fifth Edition (DSM-5)*. DSM-5 distinguishes between three presentations:

- the presentation predominantly characterized by inattention (difficulty sustaining attention to task),
- the presentation predominantly characterized by hyperactivity-impulsivity (excess fidgeting or talking, or difficulty in refraining from saying or doing whatever comes to mind) and
- the combined presentation, which is characterized by inattention and hyperactivity-impulsivity.

### **Criteria**

Wofford subscribes to the following criteria, stated in DSM-5, which must be met in order for a diagnosis of ADHD to be made:

- the person must display “a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development”;
- “several hyperactive-impulsive or inattentive symptoms were present prior to age 12 years”;
- “several hyperactive-impulsive or inattentive symptoms are present in two or more settings” (for example, in the academic setting and at home);
- “there is clear evidence that the symptoms interfere with, or reduce the quality of, social, academic, or occupational functioning”; and
- “the symptoms do not occur exclusively during the course of schizophrenia or another psychotic disorder and are not better explained by another mental disorder”

### **Currency of Documentation**

- The assessment of ADHD should be current, preferably within three years of the student’s request for disability services. Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student’s disability on his/her

academic performance, it is in a student's best interest to provide recent and appropriate documentation.

### **Documentation**

The following information should be included in the assessment documentation:

- A clear statement of the DSM-5 diagnosis.
- The date of the diagnosis.
- A summary of the procedures and instruments used to make the diagnosis, including aptitude testing, achievement testing, information processing and behavior rating scale.
- A summary of evaluation results, including standardized test scores, if available.
- A description of past and present symptoms that meet the criteria for diagnosis.
- Medical history relating to current use of medication and the impact of the medication on the student's ability to meet the demands of the academic program.
- Statement of impact and limitations on the student's academic performance.

### **Recommendations for Accommodations**

- The diagnostic report should include specific recommendations for accommodation as well as an explanation as to why each accommodation is recommended.
- The evaluator should support recommendations with specific test results or clinical observations.
- If co-existing learning disabilities or other disabling conditions are indicated, further assessment and/or documentation may be required.

## **Guidelines for Documentation of Psychiatric or Psychological Disabilities**

The following guidelines are provided to assure that documentation is appropriate to verify eligibility and is supportive of requests of a need for reasonable accommodations, academic adjustments, and/or auxiliary aids on the basis of a diagnosed psychiatric or psychological

disability.

### **Qualifications of the Evaluator**

A diagnosis by a licensed mental health professional including licensed clinical workers (LCSW), licensed professional counselors (LPC), licensed marriage and family therapists (LMFT), psychologists, psychiatrists or neurologists is required. The diagnostician should be an impartial individual who is not a family member of the student.

### **Currency of documentation**

Documentation should be current, preferably reflecting evaluation provided within the past year.

### **Documentation**

- A clear statement of disability, including the DSM-5 diagnosis and a summary of present symptoms;
- A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results, including standardized or percentile scores;
- A complete description of any counseling, specific therapies, and current prescription medications and any side effects, which would compromise academic functioning;
- Medical information relating to the student's need, to include the impact of medication on the student's ability to meet the demands of the postsecondary environment; and
- A description that specifies how an individual's psychological disorder impacts upon his or her performance in the academic context.

### **Recommendations for Accommodations**

- Summary of appropriate accommodations at the post-secondary level.
- These recommendations should be supported by the diagnosis.

## **Guidelines for Documentation of Physical Disabilities, Neurological Conditions or Mobility Impairments**

Students requesting accommodations on the basis of mobility, systemic or disease-related disabilities must provide documentation from a licensed medical professional qualified to diagnose and treat the condition that includes:

- An identification of the disabling condition(s).
- An assessment of the functionally limiting manifestations of the condition(s) relevant to academic functioning or participation in any aspect of college life.

## **Guidelines for Documentation of Sensory Impairments**

### **Hearing Impairments & Deafness**

Students who are deaf or hard of hearing must provide documentation which is current

(preferably within the last three) years consisting of:

- An audio logical evaluation and/or audiogram; and
- An interpretation of the functional implications of the diagnostic data, and the impact on academics; and
- A list of accommodation needs.

### **Visual Impairments & Blindness**

Students requesting accommodations on the basis of low vision or blindness must provide documentation of an ocular assessment or evaluation from an ophthalmologist, or a low-vision evaluation of residual visual function. The documentation should be current (preferably within the last three years) and must include:

- An assessment of functionally limiting manifestations of the disabling condition, the impact on academics;
- A list of accommodation needs.

### **Speech Impairments**

Students requesting accommodations on the basis of a speech/language disability must provide written documentation of the disability diagnosed by a qualified professional trained in this area (e.g., physician, speech/language pathologist, neurologist, etc.). The documentation should be current (preferably within the last three years) and include the following:

- A summary of the various evaluation tools used in determining the specific disability;
- A summary of present symptoms and how these symptoms affect the student's functioning, specifically in relation to the postsecondary environment;
- A list of suggested accommodations.

### **Guidelines for Documentation of Traumatic Brain Injury (TBI)**

Students requesting accommodations on the basis of a traumatic brain injury (TBI) must provide documentation by a neuropsychologist/neurologist. The documentation must include:

- A thorough neuropsychological evaluation which includes assessment of the areas of attention, visual perception/visual reasoning, language, academic skills, memory/learning, executive functioning, sensory, motor, and emotional status.
- Documentation of current impairment.
- A history of individual's presenting symptoms and evidence of behaviors that significantly impairs functioning.
- A clinical summary which indicates the substantial limitations to major life activities posed by the disability and describes the extent to which this limitation would impact the academic context for which accommodations are being requested.

### **Guidelines for Documentation of Substance Abuse Disorder**

Students requesting accommodations on the basis of a substance abuse disorder must provide documentation by a medical or other licensed professional, such as a psychologist. It must include the following:

- Documentation verifying the completion of substance/alcohol abuse program.
- Documentation that describes the nature of the addiction, the treatment course, and plans for continued treatment.
- Documentation that indicate the mediating side effects of the treatment, such as medications.
- Documentation that validates the requested accommodations

### **Guidelines for Documentation of Nonspecific Disabling Conditions**

Nonspecific disabling conditions include but are not limited to all chronic health conditions (asthma, diabetes, sickle cell anemia, etc.), or any other condition which substantially limits a student's participation academically. Students requesting accommodations on the basis of nonspecific disabling conditions must provide documentation which includes:

- A description from a medical or other licensed professional listing the nature of the condition including information pertaining to the history, expected course of treatment, and limitations resulting from the condition or treatments.
- An assessment of the current (preferably less than three years old) impact on the student's daily functioning.
- Comprehensive information that establishes clear evidence of a significant impact on the student's academic functioning.
- Documentation which validates the requested accommodations.

### **Guidelines for Documentation of a Temporary Disabling Condition**

Temporary disabling conditions may include, but are not limited to, orthopedic injuries or impairments (recovery from ankle surgery, broken hand, etc.), acute illness (mononucleosis, pneumonia, etc.) or other conditions requiring time limited accommodation. Students requesting this type of accommodation must provide documentation that includes:

- A description from a medical or other licensed professional listing the nature of the condition including information pertaining to the history, expected course of treatment, and limitations resulting from the condition or treatments.
- An assessment of the current impact on the student's daily functioning and specific recommendations for accommodating the functional limitations.
- Documentation which validates the requested accommodations.
- A projected time frame that the accommodations will be required.

### **Procedure for Obtaining Academic Accommodations**

A student who desires any type of accommodations based on a diagnosed disability should follow the procedure outlined below. All accommodation requests must be submitted in a timely manner; therefore, students should initiate the accommodation planning process as early as possible. For incoming students, this should be done over the summer before the first

term of enrollment. For previously enrolled students, this should be done as soon as the need for accommodations is known.

**Step 1:** Students must visit the Student tab on myWofford and begin a Request for Accommodation. Students must provide current documentation of a diagnosed disability and accommodation needs as determined by a qualified medical or other licensed professional evaluator to Accessibility Services. Guidelines for documentation are available through Accessibility Services or online. Students may request accommodation in up to four areas: Academic, Housing, Meal, and Parking. Accommodations may be requested in more than one area for the same diagnosis. Once a request is submitted, the request status will be shown as “Pending”

**Step 2:** Once a student’s documentation has been reviewed by an Accessibility Services staff member, the status will change to “Approved” or “Insufficient Documentation”. If accommodations are approved, the student will be directed to make an appointment with Accessibility Services to supportive plan for the facilitation of the accommodation(s). If documentation is insufficient, the student will receive specific comments about documentation needed for approval.

**Step 3:** At the conclusion of the appointment, communication will be sent to parties that need to be made aware of accommodations

- For Academic Accommodations – students will be able to use myWofford to choose the specific accommodations they wish to communicate and the instructors that should be notified. Instructors will be notified of Academic Accommodations through the Faculty tab of myWofford.
  - The student is responsible for meeting with each instructor to discuss how the accommodations will be provided for each course. An instructor is not required to provide the accommodation without this meeting. The instructor will indicate the time and date of the meeting through myWofford.
  - The student will repeat this process for each term of enrollment that the accommodations are desired.
- For Housing Accommodations – Residence Life will be notified of the specific accommodation(s) approved. The student will then work directly with Residence Life to finalize room assignments.
- For Meal Plan Accommodations – Dining Services will be notified of the specific accommodation(s) approved. The student will then work directly with Residence Life to access Meal Plan accommodations.
- Parking Accommodations – Campus Safety will be notified of the student’s parking accommodation. The student will receive a parking access pass to be displayed in the student’s car during the approved time frame.

A student may request an Accessibility Services Consultation at any time to discuss challenges or needs in the accommodation plan. This appointment can be made at <https://booknow.appointment-plus.com/6t7g7p3v/> or by calling the Wellness Center at 864-597-4370.

### **Scheduling Testing Accommodations**

To schedule testing accommodations, a student registered with Accessibility Services must discuss test and exam accommodation with his/her professor(s) to determine the time, date, and place of tests and exams. If a test or exam is to be administered in the Library for an accommodation of extended time or individualized testing, the instructor must complete the

*Alternate Testing Site* electronic form on the Wellness Center website under the menu “For Faculty”.

- The *Alternate Testing Site* form must be submitted **no later than two days prior to the examination date.**
- Accommodative testing allows the student to take his/her exams in an alternative environment, or in an alternative format. Accommodative testing does not alter the content of the exam. Students with disabilities are held to the same standards to which students without disabilities are held.
- Students using accommodative testing with Accessibility Services are expected to uphold the Honor Code. Should that integrity be compromised in any manner, students will be referred to the Provost for disciplinary action.

## **Meeting Accessibility Needs on Campus**

### **Parking**

Handicapped parking permits are available through Accessibility Services. These permits do not eliminate the need for a student to have a regular parking permit for his/her vehicle. Students

must complete a request online and submit documentation even if the student possesses an official handicapped-parking permit issued by a county/state. The documentation should include the timeframe for which the permit is being requested. When a Temporary Handicap Permit is issued to a student, he or she must place it on the driver's side of the front dashboard. A copy of the temporary parking permit will be sent to the Campus Safety Office for the College records.

### **Academic Buildings and Classrooms**

Staff members in Accessibility Services and Academic Affairs may organize classroom locations to accommodate students with temporary or permanent disabilities. Students must:

- Notify Accessibility Services of their classroom accessibility needs three weeks prior to the start of each academic term.
- Provide information regarding their limitations with:
  - Desks or table tops
  - Seating
  - Stairs and/or elevators
  - Specific college buildings

### **Residence Halls**

Students who require modifications to their rooms on campus or need special housing arrangements should submit the Request for Accommodation by the deadline imposed by the Residence Life Office. Failure to comply with these deadlines could limit the ability of the College to grant the request in a timely manner.

### **Service Animals Policy**

In accordance with the Americans with Disabilities Act (ADA), service animals are permitted in college facilities. Under these guidelines, a service animal means any guide dog, signal dog or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability. Examples of the functions of service animals include but are not limited to: guiding individuals with impaired vision, alerting individuals with impaired hearing, providing minimal rescue or protection work, pulling a wheelchair or retrieving dropped items. Therapy or companion animals are not service animals and are not covered under ADA. To work on campus, a service animal must be specifically trained to perform a service function. Furthermore, the animal should wear a harness, cape, identification tag or other gear that readily identifies its working status. Service animals whose behavior poses a direct threat to the health or safety of others may be excluded regardless of training or certification.

### **Confidentiality**

Accessibility Services is responsible for maintaining confidentiality of student records and may not release any part of the documentation without the student's informed and written consent. A professor does not have the right to ask a student about the nature of his or her disability. A student may disclose the nature of his/her disability if he/she wishes to do so. Copies of disability

documentation can be provided only with a written release signed and dated by the student. A consent form is printed on the following page.

It must be noted that under the Family Educational Rights Protection Act (FERPA), certain administrators in the Student Affairs Department are permitted access to this information in cases when appeals are made. Disability related documentation and information is managed very carefully and is accessed by authorized office staff only. Accessibility Services will not disclose a student's disability status, or any information about a student's disability, without his or her express, written consent.

**WOFFORD COLLEGE  
Accessibility Services  
429 North Church Street  
Spartanburg, South Carolina 29303**

**CONSENT FOR RECIPROCAL RELEASE OF INFORMATION**

I, \_\_\_\_\_, authorize Accessibility Services at Wofford College to release information to and receive information from the following offices and/or individuals. This information will be used for the purpose of verifying my disability and the specified accommodations that have been or will be put into place to support me, as well as other relevant information that may be necessary to assist me. My initials indicate my consent.

**INITIAL**

- \_\_\_\_\_ **Professors**
- \_\_\_\_\_ **Faculty Advisor**
- \_\_\_\_\_ **Financial Aid** regarding scholarship eligibility and other financial aid concerns
- \_\_\_\_\_ **Registrar** regarding course withdrawals and other eligibility concerns
- \_\_\_\_\_ **Campus Safety** regarding evacuation assistance
- \_\_\_\_\_ **Residence Life** for special housing requests
- \_\_\_\_\_ **Counseling Services**
- \_\_\_\_\_ **Health Services**
- \_\_\_\_\_ **Parents:** \_\_\_\_\_
- \_\_\_\_\_ **Other administrators** who may have the need to know information.

Information will not be released without consent unless federal or state law requires it. I understand and agree to the provisions listed above. I understand that I can amend, change or cancel this agreement at any time through written notice to Accessibility Services.

Consent to expire on: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

